

## Miller, Mary Ann - Commissioner's Office

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**From:** Hellmann, Leslee - Office of Teaching and Learning  
**Sent:** Monday, April 27, 2009 1:38 PM  
**To:** Miller, Mary Ann - Commissioner's Office  
**Subject:** FW: Preliminary Information About Program Reviews

**Attachments:** Program Review Guidance.doc

**From:** Farris, Elaine - Interim Commissioner, Dept. of Education  
**Sent:** Monday, April 20, 2009 4:30 PM  
**To:** All State Supt  
**Cc:** KDE Planning Committee  
**Subject:** Preliminary Information About Program Reviews

### Preliminary Information About Program Reviews

Understandably, KDE has been getting numerous inquiries concerning the program reviews required as part of Senate Bill 1. We would like to take this opportunity to update you on the planning thus far toward developing and implementing this exciting process.

SB1 defines a program review as "a systematic method of analyzing components of an instructional program including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring."

In order to begin the development and implementation of program reviews, KDE will be using a process that will begin to build upon the guidelines outlined in the legislation through a phasing-in approach. Beginning this summer, an overview of the program review initial components will be available as guidance for schools and districts during the assessment transition period. SB1 states, KDE shall finalize the process for program assessment for full implementation during the 2011-2012 school year. The timeline below reflects how the process will unfold. Districts and other education partners will be involved throughout the development process.

Action	Timeline
Share Arts and Humanities Program Review example with districts	April 2009
Develop Guiding Framework for all Program Reviews	Spring 2009
Disseminate Guiding Frameworks for all Program Reviews	Summer 2009
Develop Program Review drafts	Summer/Fall 2009
Pilot Program Reviews in a small number of districts to gather evidence and further inform the design	Winter 2010

All schools implement Program Reviews in draft form; no accountability	Winter/Spring 2010-11
Program reviews finalized; Professional Development provided to schools and districts	Spring 2011
All schools/districts implement Program Reviews for accountability purposes	2011-12 School year

The Assessment and Accountability Task Force convened by KDE discussed and reviewed the Elementary Arts and Humanities program review pilot process. **The description of the process below and the rubric provided are simply an example and do not represent final decisions. The lessons learned from the Elementary Arts and Humanities Pilot Program Reviews will be used to inform the development of the program reviews to be used for accountability purposes.**

A brief description is provided below and rubrics used in the pilot project can be found at this link:  
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Arts+and+Humnities+-+2007+-+2008+Pilot+Project+Review+Tool.htm>

### The 2007-2008 Elementary Arts and Humanities Program Review Description

The program evaluation/review process involved a year-long self evaluation conducted by a team representing all stakeholders at the school. The school team followed a protocol provided by the Kentucky Department of Education that included guidelines for establishing the school program review team, training the team, how to create the mandatory evidence files, and the definition of acceptable evidence along with the process for collecting it.

Teams used a program evaluation/review tool to measure the level of program implementation against standards and indicators of quality. During the school year the team was assigned the collection of hard evidence that demonstrated how the school's instructional program compared to the quality descriptions provided in the program review tool. Ratings of Performance describe implementation at four levels: little or no implementation, limited or partial implementation, full implementation, and exemplary implementation.

The evaluation team met regularly to compare evidence and work toward consensus on a rating for their school program. They decided on a level and the corresponding number for the rating was automatically assigned to the raw score. In this manner the evaluation tool and review process generated a raw score which can be converted into the school accountability score, or accountability index.

The program review process enabled schools to identify their strengths and weaknesses. Immediate feedback was provided to the school, providing direction for creating plans to improve the program as the school learned exactly what was needed to make improvement. The process included support for job-embedded professional development while also providing a road map for improvement of the instructional program.

A system of audits was used to support the validity of the review process. Audit teams had access to the school evidence file and program review results, and made comparisons between the school's determined score and the hard evidence collected to support those decisions. Audit teams followed a prescribed process to determine whether or not the school accountability score was accurate.

Keep in mind that the elementary Arts and Humanities program review process is a pilot still in draft stage and this program review will have appropriate changes made based on the evaluation of pilot results.

For your information, we have attached a summary of the guidance around program reviews from Senate Bill 1 and a sample rubric from the Elementary Arts and Humanities Program Review Pilot. Thank you for your patience as we work through the development of the reviews and please know we are committed to keeping

stakeholders updated throughout the development of the program reviews. If you have further questions, please contact Jamie Spugnardi at [jamie.spugnardi@education.ky.gov](mailto:jamie.spugnardi@education.ky.gov) or 502-564-9850.



Program Review  
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# Kentucky Department of Education

## Arts and Humanities - 2007-2008 Pilot Project Review Tool

Last Updated on Friday, April 17, 2009 at 5:02 AM

This is the tool that was used for the Arts and Humanities Program Review Pilot Project for the 2007 - 2008 school year.

These documents are in draft form.

[Standard 1 - Curriculum](#)

[Standard 2 - Instruction](#)

[Standard 3 - Assessment](#)

[Standard 4 - Organizational Effectiveness](#)

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**Academic Performance Standard 1 – Curriculum  
Primary and Intermediate Levels  
2007-2008 Pilot Project**

**Standard 1: The school develops and implements an arts and humanities curriculum that is rigorous, intentional, integrated and aligned to state and local standards.**

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i> <i>Meets the criteria for a rating of "3" on this indicator plus;</i>	3 <i>Fully functional and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>1.1 Curriculum</b></p> <p>1.1.a There is evidence that the arts curriculum is aligned with the <i>Program of Studies regulation, Academic Expectations, and the Core Content for Arts and Humanities Assessment.</i></p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>Local standards-based curriculum documents/units of study/lesson plans</li> <li>Curriculum maps</li> <li>Staff member, student and parent/family member interviews or surveys</li> <li>School council policies</li> <li>Skills and standards documents</li> <li>Professional resource materials</li> <li>School master schedule</li> <li>Documentation of opportunities provided for students to create and perform in the arts</li> </ul>	<p>The school initiates active collaboration among teachers to insure alignment vertically and horizontally, and develop curriculum integrating the arts with other contents for use in the regular classroom.</p> <p>The school initiates collaboration among teachers to prioritize and sequence arts curriculum to promote mastery of learning and depth of knowledge evidenced by creating and performing in the arts in all classrooms.</p> <p>The arts curriculum is research-informed to ensure that it is age appropriate and developmentally appropriate and differentiated to address the individual learning styles of the school's diverse student population.</p>	<p>The arts curriculum is fully aligned with Kentucky's <i>Program of Studies regulation, Academic Expectations, and Core Content for Arts and Humanities Assessment</i> and clearly defines what students should know and be able to do.</p> <p>The content and sequence of the arts curriculum intentionally promotes mastery of learning and depth of knowledge demonstrated through regular opportunities to create and perform in the arts.</p> <p>The arts curriculum is intentionally developmentally appropriate and culturally responsive.</p>	<p>The arts curriculum is aligned with one of Kentucky's standards documents. (e.g., Core Content, Program of Studies, Academic Expectations)</p> <p>The arts curriculum allows, but does not always intentionally promote mastery of learning or depth of knowledge evidenced through some opportunities to create and perform in the arts.</p> <p>The arts curriculum is sometimes developmentally appropriate and culturally responsive.</p>	<p>There is no documentation or hard evidence to show that the arts curriculum has been aligned with Kentucky standards. (e.g., Core Content, Program of Studies, Academic Expectations)</p> <p>The arts curriculum addresses only content coverage rather than mastery of learning and depth of knowledge.</p> <p>There is no evidence to show that the arts curriculum is designed to be age and developmentally appropriate or culturally responsive.</p>

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	<b>4</b> <i>Exemplary level of development and implementation</i>  <i>Meets the criteria for a rating of "3" on this indicator plus:</i>	<b>3</b> <i>Fully functional and operational level of development and implementation</i>	<b>2</b> <i>Limited development or partial implementation</i>	<b>1</b> <i>Little or no development and implementation</i>
<p><b>1.1a</b> <b>(Continued)</b> There is evidence that the arts curriculum is aligned with the <i>Program of Studies regulation, Academic Expectations, and the Core Content for Arts and Humanities Assessment.</i></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Local standards-based curriculum documents/units of study/lesson plans</li> <li>• Curriculum maps</li> <li>• Staff member, student and parent/family member interviews or surveys</li> <li>• School council policies</li> <li>• Skills and standards documents</li> <li>• Professional resource materials</li> <li>• School master schedule</li> </ul>	<p>The arts curriculum is systemic, demonstrating strong connections within the arts and between the arts and other content areas and the arts are integrated across content areas in the regular classroom.</p> <p><b>All students are involved in creating, performing, and responding to music, dance, drama/theatre, and visual arts in every classroom.</b></p> <p>The school expands on the arts curriculum by building in additional opportunities to learn beyond the classroom utilizing community, local, and state arts resources to expand opportunities to learn music, dance, drama/theatre, and visual arts.</p>	<p>The fully aligned arts curriculum intentionally addresses interrelationships among the arts and between the arts and other content areas.</p> <p><b>All three of the arts processes (creating, performing, and responding to the arts) are regularly incorporated into the arts classroom curriculum.</b></p> <p>The arts curriculum recognizes each of the four arts (music, dance, drama/theatre, visual arts) as discrete, sequential subjects and provides regular opportunities to learn in each of the four arts disciplines.</p>	<p>Connections within the arts or between the arts and other content areas are limited.</p> <p><b>One or more arts processes (creating, performing, and responding to the arts) are incorporated into the curriculum but building capacity in all three arts processes is not sufficiently addressed.</b></p> <p>The arts curriculum recognizes two or three arts disciplines as discrete, sequential subjects, but does not provide for regular opportunities to learn in each of the four arts disciplines.</p>	<p>The arts curriculum does not identify interrelationships between the arts or connections between the arts and other content areas, or suggested connections are inaccurate or insignificant.</p> <p><b>The implemented curriculum does not show intentional effort to involve students in the three arts processes of creating, performing, and responding to the arts.</b></p> <p>The arts curriculum does not recognize each arts discipline (music, dance, drama/theatre, visual arts) as discrete, sequential subjects with their own body of knowledge, and does not insure that all students have regular opportunities to learn in each of the arts disciplines.</p>

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<p><b>I.1b</b> The arts curriculum provides access to a common academic core for all students as defined in the <i>Program of Studies</i>.</p> <p><b>Examples of Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Curriculum documents</li> <li>• Units of study/lesson plans</li> <li>• Individual student schedules</li> <li>• Student handbook</li> <li>• Individual education plans/504 plans</li> <li>• Student and family member interviews or surveys</li> <li>• Individual learning plans</li> <li>• Master school schedule</li> <li>• Instructional syllabi</li> <li>• School council/curriculum policy</li> <li>• Student work</li> <li>• Newsletter</li> <li>• Faculty meeting agendas</li> <li>• SBDM minutes</li> </ul>	<p>The arts curriculum is rigorous and provides expanded opportunities for students to engage in high levels of depth of knowledge (e.g., field trips, visiting artists and artist residencies, community arts resources, public performances and exhibitions, etc.) beyond the school level instructional program.</p> <p>Students' needs are addressed through inclusion in the classroom and through additional extended curriculum opportunities while maintaining expectations for high academic performance.</p> <p>The arts curriculum engages all students in higher order thinking, creativity, and problem solving skills and provides opportunities for authentic application of these skills across the curriculum, evidenced in student products.</p> <p>The arts curriculum standards for music, dance, drama/theatre, and visual arts are identified and communicated to all stakeholders including parents and community.</p>	<p>All students are taught a rigorous arts curriculum in music, dance, drama/theatre, and visual arts.</p> <p>Opportunities for all students with special needs are fully addressed in the curriculum and the curriculum maintains high academic expectations for all students.</p> <p>The arts curriculum engages all students in higher order thinking, creativity, and problem solving skills, evidenced in student products.</p> <p>The arts curriculum standards for music, dance, drama/theatre, and visual arts are identified and communicated to all students, teachers, and administration.</p>	<p>A rigorous arts curriculum is offered to only some students and/or only some of the arts curriculum offers rigor through multiple levels of depth of knowledge.</p> <p>Some of the arts curriculum engages students in higher order thinking, creativity, and problem solving skills, evidenced in student products.</p> <p>The arts curriculum standards for music, dance, drama/theatre, and visual arts are occasionally identified and communicated to students.</p>	<p>The arts curriculum does not offer rigor and engages students only in lower levels of depth of knowledge.</p> <p>There is no hard evidence to show that opportunities for special program needs (ELL, GT, 504, etc.) in music, dance, drama/theatre, and visual arts, are addressed in the curriculum and the curriculum does not accommodate the learning needs of all students.</p> <p>There is little or no hard evidence that the arts curriculum engages students in higher order thinking, creativity, and problem solving skills.</p> <p>The arts curriculum standards for music, dance, drama/theatre, and visual arts are not identified and communicated to students.</p>

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<p><b>1.1c</b> There is in place a systematic process for monitoring, evaluating and reviewing the arts curriculum.</p> <p><u>Examples of Supporting Evidence</u></p> <ul style="list-style-type: none"> <li>School council/local school board policies and meeting minutes</li> <li>Comprehensive school improvement plan</li> <li>Data analysis summaries/reports</li> <li>School and district curriculum committee meeting minutes</li> <li>School and district staff member and parent school council member interviews</li> </ul>	<p>The school council analyzes student performance data for arts and humanities and reviews policies and procedures to make data-informed decisions for curricular improvements.</p> <p>Arts curriculum committee members initiate collaboration with other schools and educators to ensure implementation, monitoring, evaluation and revision (as needed) of the aligned arts and humanities curriculum to ensure that school staff members are cognizant of the most up-to-date curricular trends.</p>	<p>The school council has adopted a curriculum policy for arts and humanities and school leadership has implemented procedures to address curriculum issues (e.g., curriculum development, alignment and revision; vertical and horizontal alignment; key transition points).</p> <p>The school arts curriculum committee meets regularly and uses multiple indicators of student performance (e.g., local and state standards; student performance on classroom and state assessments, arts organization performance assessments, student academic needs defined by other sources) to evaluate, monitor and make recommendations for any needed revisions in the arts and humanities curriculum.</p>	<p>The school council has an arts and humanities curriculum policy and school leadership has procedures to address curriculum issues, but they are not always fully implemented.</p> <p>The school arts curriculum committee evaluates, monitors and recommends revisions to the arts and humanities curriculum based on limited or irrelevant indicator(s) of student performance.</p>	<p>The school council does not have an arts and humanities curriculum policy.</p> <p>The school does not have an arts curriculum committee, or the existing committee is ineffective and does not meet for the purposes of evaluating, monitoring, or recommending revisions to the arts and humanities curriculum.</p>

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<p><b>1.1d</b> The school arts curriculum provides specific links to continuing education, life and career options related to the arts.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Comprehensive school improvement plan</li> <li>• Units of study/lesson plans</li> <li>• Career opportunities programs</li> <li>• Articulation agreements</li> <li>• Availability of local resources</li> <li>• Field trips, field experiences, community mentoring programs</li> <li>• Perception surveys</li> <li>• Staff member, family member, student and community member interviews</li> <li>• Allocation of resources</li> <li>• Individual learning plans</li> <li>• Successful transition data</li> <li>• Media materials</li> <li>• Advisor/advisee agenda</li> <li>• Guidance materials</li> </ul>	<p>The arts curriculum consistently emphasizes connections and provides experiences (e.g., professional artists in-school programs, field trips to live performances/exhibits by professional artists, focus on development of artistic skills, career exploration) that present a variety of education and career options in the arts.</p> <p>The school curriculum ensures that all students exit the 5<sup>th</sup> grade with an individual plan for continued study in the arts, and a record of evidence reflecting student achievement for use in making a successful transition through each level of school and into adult life.</p>	<p>The arts curriculum provides intentional connections (e.g., career information, exposure to professional artists, skills in arts production) to familiarize all students with a variety of educational and career options in the arts.</p> <p>The curriculum is designed in a sequential manner that allows school staff, students and parents to develop individual plans for continuing education in the arts and a record reflecting achievement in the arts. These plans are reviewed with students and parents to determine new learning goals for students.</p>	<p>The arts curriculum provides some connections that help to familiarize students with career options, but the effort is not intentional and consistent across the four arts disciplines.</p> <p>Design of the curriculum enables some development of individual arts education plans and a record of evidence reflecting individual achievements in the arts. Student and/or parent input is not always sought for revisions to the plan.</p>	<p>There is no hard evidence that the arts curriculum provides connections to education and career options in the arts.</p> <p>The school curriculum is not designed to assist in the development of individualized plans for students in the arts or does not guide students in the development of a record reflecting their individual achievements in the arts.</p>

**Academic Performance Standard 2 – Instruction  
Primary and Intermediate Levels  
2007-2008 Pilot Project**

**Standard 2: The school's instructional program actively engages all students by using effective, varied, and research-based practices in the arts to improve student academic performance.**

		<b>Ratings of Performance</b>			
		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
		<i>Exemplary level of development and implementation. Meets the criteria for a rating of "3" on this indicator plus:</i>	<i>Fully functional and operational level of development and implementation.</i>	<i>Limited development or partial implementation.</i>	<i>Little or no development and implementation.</i>
<p><b>2.1 Instruction</b></p> <p>2.1a There is evidence that effective and varied instructional strategies in the arts are used in all classrooms.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>• Local standards-based curriculum documents/units of study/lesson plans</li> <li>• Student work and arts products</li> <li>• Staff member, student and parent/family member interviews or surveys</li> <li>• School council policies</li> <li>• Arts specific checklist for walkthrough observations</li> <li>• Professional resource materials</li> <li>• School master schedule</li> </ul>	<p>The school council commits time (e.g., participates in training, classroom observations, attendance at students performances and exhibits, research review) to study effective and varied instructional practices to inform their policy.</p> <p>School leadership provides multiple forms of support that assists all teachers to research and implement effective, student-centered, culturally responsive instructional strategies for teaching arts and humanities.</p> <p>Classroom arts instruction accommodates various learning styles, multiple intelligences, brain research, and individual student needs. Instruction is monitored to determine its effectiveness for diverse learners and modified as necessary.</p>	<p>The school council has adopted an instructional practices policy for arts and humanities and school leadership implements procedures to ensure effective and varied instructional practices in all classrooms.</p> <p>Teachers use a variety of student-centered, culturally responsive instructional strategies (e.g., cooperative learning, learning centers, hands-on activities, active participation) exploring by doing, creating and performing, products) that current research indicates a high likelihood of effectiveness for teaching arts and humanities.</p> <p>Classroom arts instruction routinely accommodates various learning styles, multiple intelligences, brain research, and individual student needs.</p>	<p>The school council has an instructional practices policy, but the policy is either inadequate or is not fully implemented to ensure effective and varied instructional practices for arts and humanities in all classrooms.</p> <p>Some teachers use student-centered instructional, culturally responsive, strategies (e.g., active participation, exploring by doing, creating and performing, products, etc.) while others primarily use teacher-directed strategies (e.g., lectures, whole-group instruction, worksheets) to teach the arts.</p> <p>Classroom arts instruction sometimes accommodates various learning styles, multiple intelligences, brain research, or individual student needs.</p>	<p>The school council does not have an instructional practices policy for arts and humanities.</p> <p>Teachers use only teacher-directed instructional strategies that do not or minimally incorporate creating and performing to teach arts and humanities content.</p> <p>Classroom arts instruction does not accommodate various learning styles, multiple intelligences, brain research, or individual student needs.</p>	

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	4 <i>Exemplary level of development and implementation</i> <i>Meets the criteria for a rating of "3" on this indicator plus:</i>	3 <i>Fully functional and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>2.1a (Continued) There is evidence that effective and varied instructional strategies are used in all classrooms.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>Local standards-based curriculum documents/units of study/lesson plans</li> <li>Student work and arts products</li> <li>Staff member, student and parent/family member interviews or surveys</li> <li>School council policies</li> <li>Arts specific checklist for walkthrough observations</li> <li>Professional resource materials</li> <li>School master schedule</li> <li>Evidence of field trips, artist residencies, etc.</li> <li>Videos, CDs, evidence of student performances and exhibits, etc.</li> </ul>	<p>The school expands instructional programs by providing students to create, perform, and respond to arts in their community through connections with local artists and arts organizations, field trips to performances and exhibits, and residencies by professional artists.</p>	<p>Classroom instruction effectively incorporates the three arts processes of creating, performing and responding to the arts in an intentional and frequent manner in all four art forms.</p>	<p>Classroom instruction sometimes engages students in more than one of the three critical arts processes of creating, performing and responding to the arts but focus tends to be on the content vocabulary of the arts, and all four art forms may not be addressed.</p>	<p>Classroom instruction does not engage students in all three of the critical arts processes of creating, performing and responding to the arts, and not all four art forms are being addressed.</p>
	<p>Classroom arts activities require students to use inquiry learning as well as higher-order, creative thinking or problem solving skills and demonstrate high levels of depth of knowledge in artistic performance and products.</p> <p>As the result of content area and interdisciplinary connections that are implemented in all classrooms, students are able to extend and apply knowledge and skills in new learning environments. (e.g., field trips, museums, artist residencies, performances and exhibits by professional artist, etc.)</p>	<p>Classroom arts activities routinely require all students to use higher-order, creative thinking or problem solving skills and demonstrate high levels of depth of knowledge through regular artistic performance or products.</p> <p>Connections within the four art forms and with other academic disciplines are intentionally planned, implemented and observed in instruction in all classrooms.</p>	<p>Classroom arts activities sometimes require students to use higher-order, creative thinking or problem solving skills and demonstrate higher depth of knowledge, but on a limited basis, and provide some opportunity for students to apply knowledge in artistic performance or products.</p> <p>Connections within the four art forms and with other academic disciplines are sometimes implemented, but they are not intentionally planned as part of instruction or implemented by only part of the teaching staff.</p>	<p>Classroom arts activities require students to memorize facts and details, but use little or no higher-order creative thinking or problem solving skills and depth of knowledge, and provide little or no opportunity for students to apply knowledge in artistic performance or products.</p> <p>Classroom teachers may include some limited connections within the arts in their instruction, but they do not intentionally make connections between the arts and other academic disciplines and a limited number of teachers are involved.</p>

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Indicator	Ratings of Performance			
	4	3	2	1
<p><b>2.1b</b> Instructional strategies and learning activities are aligned with district, school and state learning goals, and assessment expectations for students learning.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Local standards-based curriculum documents/units of study/lesson plans</li> <li>Student work and arts products and performances</li> <li>Staff member, student and parent/family member interviews or surveys</li> <li>Arts specific checklist for walkthrough observations</li> <li>Records of extended services provided to individual students as the result of special need or giftedness</li> <li>Example student analysis and critiques of the arts</li> </ul>	<p><i>Exemplary level of development and implementation</i></p> <p><i>Meets the criteria for a rating of "3" on this indicator plus:</i></p> <p>The school has a complete sequential arts curriculum map by grade level with developmentally appropriate goals for each level. Instructional strategies are selected to correspond with these goals.</p>	<p><i>Fully functional and operational level of development and implementation</i></p> <p>There is clear evidence to substantiate that arts and humanities instruction is developmentally appropriate.</p>	<p><i>Limited development or partial implementation</i></p> <p>There is some evidence that there is an effort to use developmentally appropriate instructional strategies and provide regular instruction to all students in all four art forms, but the efforts are inconsistent.</p>	<p><i>Little or no development and implementation</i></p> <p>There is no hard evidence to indicate that arts and humanities instruction is designed to be developmentally appropriate.</p>
	<p>In addition to enabling students to reach competency in completing assessments like those on the Kentucky Core Content Test for arts and humanities, learning activities involve students in performance-based assessments in each of the art disciplines that incorporate depth of knowledge that exceeds the ceilings in the Core Content for Arts and Humanities Assessment.</p> <p>Arts instructional strategies are designed to achieve state and local standards and include research-based best practices for arts instruction. (e.g., learning about the arts in the context of creating or performing)</p>	<p>Arts learning activities are routinely designed to enable students to progress toward competency to complete state assessment (e.g., open-response questions, experiences with various types of reading and decoding of the languages of each arts discipline at multiple levels of depth of knowledge.) and include regular performance based assessments.</p> <p>Arts instructional strategies are consistently selected to help all students achieve state and local standards.</p>	<p>Some arts learning activities are designed to enable students to progress toward being competent to complete assessment tasks similar to those on state assessment, but those on state assessment, but incorporate performance-based assessments in to minimal degree.</p> <p>There is some evidence connecting selection of arts instructional strategies with state and local standards but it is obvious that this process is not consistently applied.</p>	<p>Arts learning activities do not enable students to progress toward being competent to complete assessment tasks similar to those on state assessment or demonstrate competency through performances or products.</p> <p>There is no evidence to show that arts instructional strategies are selected based on achieving state and local standards.</p>

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<ul style="list-style-type: none"> <li>• Student self-assessments</li> </ul>	<p>There is regular instruction in all four arts forms for all students at all grade levels and instruction is expanded beyond the classroom through field trips, residencies, after school programs, etc.</p> <p>In addition to routine involvement in creative activities and performances, students are provided opportunities to further develop these skills through exposure to and active creative applications involving work with professional artists, through artist residencies, public performances, school-wide events focused on the arts, and specific support for individual giftedness in the arts.</p>	<p>There is regular instruction in all four arts forms for all students at all grade levels.</p> <p>Learning activities routinely involve students in the creation of new arts products and provide opportunities for students to perform in the performing arts (music, dance, drama/theatre). Performance assessments are used to measure and observe student understanding and to inform instruction.</p>	<p>Some of the arts are taught at all grade levels but not all four (dance, drama, music, visual arts) or only some students are taught all four arts at every grade level.</p> <p>Some learning activities occasionally involve students in the creation of new arts products and provide opportunities for students to perform in the performing arts (music, dance, drama/theatre). Performance assessments may be evident but are not effectively used to inform instruction.</p>	<p>Dance, drama, music, and visual arts are not taught at every grade level for primary and intermediate.</p> <p>Learning activities do not promote the development of creativity and performance skills in the arts and performance assessment is not used to inform instruction.</p>
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**Academic Performance Standard 2 – Instruction  
Primary and Intermediate Levels  
2007-2008 Pilot Project**

**Standard 2: The school's instructional program actively engages all students by using effective, varied, and research-based practices in the arts to improve student academic performance.**

<b>Ratings of Performance</b>				
<b>Indicator</b>	<b>4</b> <i>Exemplary level of development and implementation</i> <i>Meets the criteria for a rating of "3" on this indicator plus:</i>	<b>3</b> <i>Fully functional and operational level of development and implementation</i>	<b>2</b> <i>Limited development or partial implementation</i>	<b>1</b> <i>Little or no development and implementation</i>
<p><b>2.1c</b> Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>• Local standards-based curriculum documents/units of study/lesson plans</li> <li>• Student work and arts products</li> <li>• Staff member, student and parent/family member interviews or surveys</li> <li>• Arts specific checklist for walkthrough observations</li> <li>• Perception surveys</li> <li>• Records of extended services provided to individual students as the result of special need or giftedness.</li> </ul>	<p>School leadership and students collaborate to design a systematic process for ongoing monitoring of the effectiveness of instructional strategies and activities for arts instruction. Students provide feedback to teachers who use that feedback to modify instruction as necessary to meet the needs of the school's diverse student population.</p> <p>Instructional strategies, activities and content in the arts intentionally elicit student production and creations that demonstrate various learning styles, multiple intelligences, and implementation of brain compatible teaching and learning strategies. (e.g., active learning, hands-on learning, collaboration and cooperative learning, reflection, etc.)</p>	<p>School leadership monitors arts instruction in every classroom on an ongoing basis to ensure that teachers plan and modify instruction to meet the needs of a diverse student population.</p> <p>Instructional strategies and activities in the arts are intentionally responsive to the various learning needs and learning styles of students, intentionally addressing multiple intelligences and brain compatible learning strategies based on research. (e.g., active learning, hands-on learning, collaboration and cooperative learning, reflection, etc.)</p>	<p>Leadership monitors classroom arts instruction in some classrooms or only in arts specialized classes and does not always provide feedback to teachers that would assist them in efforts to modify instruction to meet student needs.</p> <p>Instructional strategies and activities in the arts are responsive to the learning needs of some students, but they are not intentionally planned to do so, or are not consistently designed to meet student needs.</p>	<p>Leadership does not monitor classroom instruction in the arts.</p> <p>Instruction strategies and activities in the arts are not responsive to the learning needs or learning styles of students.</p>

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Primary and Intermediate Levels  
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<b>Indicator</b>	<b>Ratings of Performance</b>			
	<b>4</b> <i>Exemplary level of development and implementation</i>  <i>Meets the criteria for a rating of "3" on this indicator plus:</i>	<b>3</b> <i>Fully functional and operational level of development and implementation</i>	<b>2</b> <i>Limited development or partial implementation</i>	<b>1</b> <i>Little or no development and implementation</i>
<p><b>2.1d</b> There is evidence that teachers incorporate the use of technology in classroom instruction.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>Local standards-based curriculum documents/units of study/lesson plans</li> <li>Student work and arts products</li> <li>Staff member, student and parent/family member interviews or surveys</li> <li>Arts specific checklist for walkthrough observations</li> <li>Perception surveys</li> <li>School technology plan</li> <li>Samples of student work and products involving technology applications</li> </ul>	<p>Teachers, students and other instructional staff members effectively use a variety of technology to extend learning in the arts and humanities, increase productivity, and create products for various purposes, audiences and situations.</p> <p>Community resources are identified (e.g., KET) and partnerships are formed to expand technology from the classroom into the arts community (e.g., Encyclomedia, Arts Toolkits)</p> <p>The school and district provide extensive technological resources and support to teachers and students that promote effective use of technology in arts and humanities instruction.</p>	<p>Teachers appropriately use technology as an integral part of instruction in the arts and humanities (e.g. research and topics, creating or performing the arts using technology, creating presentations in arts content, specialized art and humanities computer software) and support students in making choices in the use of technology to extend their learning and create products for various purposes/audiences and situations.</p> <p>Technology is regularly used to expand the classroom into the arts community (e.g. video and audio technology, Internet research, online museums, galleries, arts examples of various kinds)</p> <p>The school council has a policy and school leadership has implemented procedures that define the effective use of technology in arts and humanities instruction.</p>	<p>Teachers use technology in limited situations (e.g., electronic music player, electronic instrument tuner, computer PowerPoint presentations, electronic keyboard), but students have little or no opportunity to learn to use or apply their own skills using technology.</p> <p>Technology is sometimes used to expand the classroom into the arts community.</p> <p>The school council has a technology policy, but it does not address the instructional impact of technology in arts and humanities instruction, or it is not implemented.</p>	<p>Teachers do not use technology for instructional purposes and do not teach students about applicable uses of technology in the arts and humanities.</p> <p>Teachers do not use technology to expand the classroom into the arts community.</p> <p>The school council does not have a policy regarding the use of technology in instruction.</p>

**Academic Performance Standard 2 – Instruction  
Primary and Intermediate Levels  
2007-2008 Pilot Project**

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i> <i>Meets the criteria for a rating of "3" on this indicator plus:</i>	3 <i>Fully functional and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>2.1e</b> Teachers examine and discuss student work collaboratively and use this information to inform their practices.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Local standards-based curriculum documents/units of study/lesson plans with feedback</li> <li>Student work and arts products with analysis summaries</li> <li>Meeting schedules and minutes</li> <li>Perception surveys</li> <li>Staff interviews</li> <li>Performance rubrics and evaluation tools for creating and performing in the arts</li> <li>Evidence of performances, exhibits, etc.</li> </ul>	<p>Teachers and administrators meet regularly to collaboratively analyze student work, identifying individual student strengths and weaknesses and next steps for instruction.</p>	<p>Arts teachers have the opportunity to meet with each classroom teacher to review and analyze student work in the arts as well as other academic disciplines. The analysis of each student's work is used to plan for individual needs and adjustments in instructional strategies to meet those needs.</p>	<p>Teachers meet occasionally to review student work but analysis is limited to one or two content areas or they do not analyze student work in the arts. Analysis of student work does not always inform instruction.</p>	<p>Teachers do not analyze student work.</p>
	<p>All teachers are proficient in and consistently implement the use of protocols for analyzing student work across all arts content areas and grade levels, including evaluating student creating and performance tasks.</p>	<p>Arts teachers have received training in and regularly implement protocols for analyzing student work across all arts content areas and grade levels including evaluating student creating and performance tasks.</p>	<p>Some arts teachers have received training in protocols for analyzing student work in some arts content areas and grade levels including evaluating student creating and performance tasks, but protocols are not always implemented.</p>	<p>Arts teachers have not received training in protocols for analyzing student work including evaluating student creating and performance tasks.</p>
	<p>Students collaborate with arts teachers and peers to analyze their own work in the arts, and provide feedback to the teachers based on the results of such analysis. Teachers use this feedback to inform their decision-making to improve instructional practice.</p>	<p>Arts teachers regularly analyze the work of their own students and use analysis results to inform instructional practices. The school leadership provides assistance through mentoring, coaching, conferencing opportunities, and scheduling support.</p>	<p>Individual arts teachers analyze the work of their own students. Results of the analysis are not always used to inform instructional practices, and/or school leadership does not provide assistance to teachers in the process.</p>	<p>Individual arts teachers do not analyze the work of their own students.</p>

**Academic Performance Standard 3 – Assessment  
Primary and Intermediate Levels  
2007-2008 Pilot Project**

**Standard 3: The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.**

		<b>Ratings of Performance</b>			
<b>Indicator</b>		<b>4</b> <i>Exemplary level of development and implementation.  Meets the criteria for a rating of "3" on this indicator plus:</i>	<b>3</b> <i>Fully functional and operational level of development and implementation</i>	<b>2</b> <i>Limited development or partial implementation</i>	<b>1</b> <i>Little or no development and implementation</i>
<p><b>3.1a</b> Multiple arts assessments (continuous, formative) are designed to provide meaningful feedback on student learning for instructional purposes</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>• Comprehensive school improvement plan</li> <li>• Open-response questions, culminating events, performance events/products, teacher developed formative assessment with scoring guides, anecdotal notes, evidence of techniques for continuous assessment</li> <li>• Documentation of professional development units/lessons with accompanying assessment tasks</li> <li>• Staff member interviews</li> <li>• Students questionnaire data</li> </ul>	<p>There are multiple opportunities for all students to design new ways in which to demonstrate learning in arts and humanities based on multiple intelligences and preferred learning styles.</p> <p>All instructional staff members with students analyze multiple forms of arts and humanities assessments to determine necessary instructional modifications that will ensure student learning at the proficient level in arts and humanities content.</p> <p>Students regularly receive meaningful feedback from a variety of sources (e.g., staff members, family, peers) on their performances/products and use the feedback to continuously strengthen future performance/products.</p>	<p>There are multiple opportunities for all students to choose ways in which to demonstrate learning in arts and humanities based on multiple intelligences and preferred learning styles.</p> <p>Multiple forms of classroom assessments for arts and humanities (e.g., continuous and live time assessment, formative assessments, performance assessments) are analyzed by arts staff to determine necessary instructional modifications (e.g., modifications in resources, timeframes for learning, lessons/units) that will ensure student learning at the proficient level.</p> <p>Students regularly receive meaningful feedback from teachers and are encouraged to use the feedback to continuously strengthen performances/products.</p>	<p>There are occasional opportunities for students to choose ways in which to demonstrate learning in arts and humanities based on multiple intelligences and preferred learning styles.</p> <p>There are a limited variety of classroom assessment tasks for arts and humanities, and they are occasionally analyzed to determine necessary instructional modifications.</p> <p>Students occasionally receive meaningful feedback that enables them to improve future performances/products.</p>	<p>There is no opportunity for students to choose ways in which to demonstrate learning in arts and humanities.</p> <p>Classroom arts and humanities assessment tasks are not analyzed for impact on instruction.</p> <p>Students receive no meaningful feedback on their performances/products.</p>	